

# People and ideas

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## 7.1 CREATIVITY



*The best way to have a good idea is to have lots of ideas.*

Linus Pauling (1901–1994) Scientist and author

### SPEAKING

1 In pairs, answer the following questions.

- Do you think creative people are born or made?
- What do you understand by these terms?  
a blue sky thinker, a lateral thinker, someone who thinks outside the box
- How creative do you consider yourself to be?

2a Try this test of lateral thinking.

- Where are all men equally attractive?
- On which side of a cup is it best to have the handle?
- How might someone be severely injured by being hit by some tomatoes?
- Where do the biggest carrots grow?
- What living thing has only one foot?
- How many birthdays does a typical woman have?
- A cowboy rode into town on Friday. He spent one night there and left on Friday. How do you explain this?

2b Discuss your answers with a partner, then turn to page 164.

### LISTENING

3 **2.9** You are going to hear a lecture about creativity. How do you think the speaker will answer these questions? Listen to Part 1 and check.

- How would you define creativity?
- How can you recognise a creative person?
- In which areas of work do you think it is a useful quality to have?
- How is creativity different to innovation?

4a **2.10** Listen to Part 2 of the lecture. Put the following stages of the model of the creative process in the correct order.

- |                 |               |
|-----------------|---------------|
| a) illumination | d) intimation |
| b) preparation  | e) incubation |
| c) verification |               |

4b Listen again and make notes on what stages a–e above mean.



## READING

5 Look at the photos on the left and answer the questions.

- 1 Who are the creative people in the photographs?
- 2 What do you know about them?
- 3 What do you think they have in common?

6 Read the article and decide if the following statements are true, false or not given.

- 1 Left-handed people are better at language learning than right-handed people.
- 2 Right-handed people have a more holistic approach to tackling problems.
- 3 Left-handed people are generally wealthier.
- 4 Right-handedness has associations with the law.
- 5 In the past, left-handedness was considered undesirable.
- 6 More US presidents have been left-handed than right-handed.

7 What's your reaction to the text?

## VOCABULARY: idioms with hand

8 Complete the following sentences (1–8) with the correct idiom from the box.

a safe pair of hands   give me a hand  
got my hands full   hand in hand  
hands are tied   on hand   time on my hands  
turn her hand to anything

- 1 I have so much work to do at the moment. I've really \_\_\_\_\_.
- 2 It's amazing how multi-talented she is. She can \_\_\_\_\_.
- 3 You can trust him with any task. He's \_\_\_\_\_.
- 4 I'm bored. I've got nothing to do. I've got \_\_\_\_\_.
- 5 I'm sorry, I'd love to help you but I'm afraid I'm not allowed to. My \_\_\_\_\_.
- 6 If you need anything I'm just a phone call away. I'm always \_\_\_\_\_ to help.
- 7 I'm really finding this problem very difficult to solve. Do you think you could \_\_\_\_\_?
- 8 Mental illness can be a problem for very gifted people. Some people say that genius goes \_\_\_\_\_ with madness.

In another instalment in our series on 'gifted people', Jane Frank takes a look at a very special group.

## On the other hand

If you want a quick insight into someone's abilities, throw a ball and see which hand they catch it with. Left-handedness is relatively uncommon, accounting for less than 10 per cent of the population. However, Chris McManus in his book *Right Hand, Left Hand* argues that left-handers as a group have up to now produced an above-average number of high achievers. Interestingly, five out of the last seven US presidents have been left-handed.

Research by Dr Alan Searleman of St Lawrence University has shown that left-handed people are more intellectually gifted, with more of them having IQs of over 140 compared to their right-handed counterparts. They are also more creative, successful and eloquent, with vocabularies up to a third wider. This is perhaps why there are more left-handers in creative professions such as music, art and writing. So-called 'lefties' are also often better at sport. Left-handed college graduates in the US have also been found to be 26 per cent richer. Perhaps surprisingly, left-handedness is three times more common in males than in females. So, what differentiates them? Left-handers' brains are said to be structured differently. One theory is that they process information via 'visual simultaneous' methods, where several threads of thought can be processed at the same time, making it easier for them to multi-task and solve problems than for right-handers. The latter, according to the theory, process information using analysis, breaking problems down into pieces and analysing them one at a time. Left-handers use synthesis, which means they solve a problem by looking at it as a whole.

In spite of all their talents and skills, historically, left-handed people have often faced prejudice and discrimination. The origins of the word 'left' have negative connotations in many languages. For example, 'gauche', 'sinister' and 'awkward' are among translations from French, Latin and German. In English, the word 'sinister' became identified with evil or bad luck. Schools in many societies forced children to use their right hands, which seriously affected their development. In contrast, 'right' is a synonym for 'correct' or 'proper', and can stand for authority and justice in English and in many European languages.

In the final analysis, however, it may be that left is in fact better than right!

## SPEAKING

9 In small groups, discuss the following questions.

- 1 What do you understand by the phrase an 'artistic temperament'?
- 2 Which of the following adjectives do you associate with creative people?  
arrogant, romantic, emotional, insular, sensitive, unrealistic, selfish, difficult
- 3 Which creative person (living or dead) would you like to meet? Why?



## SPEAKING AND LISTENING

## 1 Answer the following questions.

- 1 Why do people become famous?
- 2 Who do you know that was more famous posthumously (after their death)?
- 3 Which people used to be famous in your country, but aren't now?
- 4 Who is famous in your country, but won't be famous ten years from now?
- 5 Why does fame fade away?
- 6 Do you know any people who were forgotten and then rediscovered?

## 2 What do you know about Keynes, Aristotle and Ibn Battuta?

3 **2.11** In groups of three, choose one of the three people above, listen to a radio programme about them and make notes about the person you chose. Then share your points with the group.

## READING

## 4 Read the article and say if the statements below are true, false, or not given.

- 1 Ibn Battuta was the only medieval traveller who is known to have visited all the Arab lands.
- 2 He made the Hajj to Mecca more than once.
- 3 He dictated a record of his travels to a court scribe.
- 4 His accounts of his travels were found in North Africa.

In the year 1349, a dusty Arab horseman rode slowly toward the city of Tangier on the North African coast. For Ibn Battuta, it was the end of a long journey. When he left his home in Tangier 24 years earlier, he had not planned to travel distant roads for all of the long years from young man to middle-age. From his mount, Ibn Battuta surveyed the white spires and homes of Tangier spreading in a crescent along the Atlantic Ocean. He tried to remember how the city had looked when he left it behind almost a quarter-century ago.

In 1325, Ibn Battuta had been a young man of 21, reluctantly leaving his parents to make his first Hajj, or pilgrimage, to Mecca some 3,000 miles due east. He had covered those 3,000 miles and then had gone on to travel another 72,000 miles! Many Muslims made the pilgrimage to the Holy City but then returned home, for it was not an age when people were accustomed to straying from home for long periods. When Ibn Battuta began his travels, it was, in fact, more than 125 years before such renowned voyagers as Columbus, de Gama and Magellan set sail. It was no wonder, then, that Ibn Battuta returned to his native city, where his parents had died in his absence, to find himself a famous wayfarer. A contemporary described him as 'the traveller of the age,' adding, 'He who should call him the traveller of the whole body of Islam would not exceed the truth.'

Ibn Battuta was indeed the traveller of his age. His wanderings took him to Spain, Russia, Turkey, Persia, India, China and all the Arab lands. His description of the religious, political and social conditions of the lands he visited – in some cases the only record – give insight into medieval Eastern civilisation. Authorities, who estimate Ibn Battuta's journeys at more than 75,000 miles, say that the distance was not exceeded by anyone until the age of steam.

Travellers have many reasons for visiting foreign lands. Marco Polo was a merchant and Columbus an adventurer. Ibn Battuta, however, was a theologian, poet and scholar, and a humanitarian in an age when life was cheap. He left Tangier to visit the holy places of his faith and found himself curious about the wide world and eager to learn more about it.

Strangely enough, Ibn Battuta's exploits were lost to the Western world for 300 years. Not until the 19th century, when his *Rihla* (*Travels*) was discovered in Algeria, did his extraordinary roamings come to light. In contrast, Marco Polo dictated an account of his journeys to a contemporary while they shared a prison cell in 1296, and copies had circulated all over Europe by the 15th century. Had Ibn Battuta's work received the same attention, his name would rank alongside Marco Polo's as a synonym for world travel.

# Ibn Battuta, Traveler from Tangier



5 Match the words in the box to their definitions.

contemporary crescent humanitarian  
pilgrimage reluctantly renowned

- 1 someone who lives or works at the same time as someone else
- 2 a curved shape that is wider in the middle and pointed at the ends
- 3 unwillingly
- 4 a person concerned with improving peoples' living conditions
- 5 a trip to a holy place for a religious reason
- 6 famous and admired

6 Complete the gaps in the sentences with the words in the box above.

- 1 He was not ambitious and took the post \_\_\_\_\_.
- 2 The moon appeared as a dazzling yellow \_\_\_\_\_.
- 3 They hoped they would get the chance to go on \_\_\_\_\_ to Mecca.
- 4 Ali was my \_\_\_\_\_ at university. We studied together at Oxford.
- 5 She's \_\_\_\_\_ as a brilliant speaker.
- 6 He was a \_\_\_\_\_ who was dedicated to preventing unfair treatment.

GRAMMAR: quantifiers

7 Look at the quantifiers in bold in Track 2.11 on page 180 and the three highlighted in the text and put them in the table. Then add as many quantifiers as you can.

+ singular noun	+ plural noun	+uncountable noun
	many	

many

➡ Language reference and extra practice, pages 146–147

8 Circle the correct answers. There may be more than one correct answer.

- 1 \_\_\_\_\_ Muslims are instructed to go on a pilgrimage to Mecca.  
a) All b) Every c) Much
- 2 Ibn Battuta had \_\_\_\_\_ adventures on his way to Mecca.  
a) a few b) many c) much
- 3 \_\_\_\_\_ of the exploits of Ibn Battuta were recorded until 1354.  
a) none b) no c) a little

- 4 Ibn Battuta is one of the most remarkable travellers of \_\_\_\_\_ time.

a) every b) all c) little

- 5 Ibn Battuta had not planned to spend \_\_\_\_\_ time in the Maldives.

a) many b) much c) a lot of

9 Answer the following questions.

- 1 How does the inclusion of *of the* before a plural or uncountable noun change the meaning?

*I need some information.*

*I need some of the information.*

- 2 What is the difference between:

a) every all each ?

b) little a little few a few ?

- 3 What do we put after:

a) either?

b) neither?

- 4 What is the difference between?

*I like all classical music.*

*I don't like some classical music.*

*I don't like any classical music.*

10 Complete the text below with appropriate quantifiers:

Nearly <sup>1</sup>\_\_\_\_\_ of the problems of philosophy were defined by Socrates, Plato and Aristotle. However, Aristotle is known for being one of the <sup>2</sup>\_\_\_\_\_ figures in history who studied almost <sup>3</sup>\_\_\_\_\_ subject possible at the time. He wrote <sup>4</sup>\_\_\_\_\_ texts on the sciences and the arts. He also wrote <sup>5</sup>\_\_\_\_\_ texts on ethics, the major one being *Nichomachean Ethics*. His most famous work was <sup>6</sup>\_\_\_\_\_ *Nichomachean Ethics* or *Politics*. In *Politics* Aristotle says:

'Democracy is when those who do not own <sup>7</sup>\_\_\_\_\_ property, but are poor, have authority in the system of government. <sup>8</sup>\_\_\_\_\_ men are rich, but <sup>9</sup>\_\_\_\_\_ are free. Democracy is when <sup>10</sup>\_\_\_\_\_ free citizen has authority. It is democracy when <sup>11</sup>\_\_\_\_\_ the citizens can deliberate about everything.'

Very <sup>12</sup>\_\_\_\_\_ information is known about what Aristotle looked like, but he was known to be a kind-hearted man devoted to his family and his friends. He liked to spend a <sup>13</sup>\_\_\_\_\_ of time walking with his students discussing philosophical problems.

SPEAKING

- 11 In groups, talk about people who are famous in your country but who are not well-known in the rest of the world. What are the reasons for this, do you think?



## SPEAKING

1 In small groups, discuss the following ideas. Which do you think are good and which do you think are bad? Why?

- 1 Making all countries drive on the right rather than the left.
- 2 Painting all roofs in cities white to save energy.
- 3 Arranging all products in supermarkets alphabetically.
- 4 Making all young people join the army for a year.
- 5 Making chewing gum illegal.
- 6 Wearing facemasks when you have a cold.

## READING

2 Scan ideas A–C from a *sharing good ideas* website to find the following information:

- 1 the most common type of book on the book-swapping website
- 2 what satellite navigation was first used for
- 3 the inventor of the light bulb

3 Read the ideas (A – C) and answer the questions.

- 1 Which text mentions something that:
  - a) was not immediately clear to the writer?
  - b) has improved since its first appearance?
  - c) is fundamentally the same as when it first appeared?
  - d) has outlived its usefulness?
- 2 Which idea appeals to you the most?
- 3 What other great ideas can you think of?

## Sharing good ideas



## A LED BULBS

People choose electronic LEDs (light emitting diodes) because they last for ages, never break and reduce your energy bill. Traditional light bulbs haven't changed much since Thomas Edison invented them in the late 1870s. You flip a switch and the bulbs give you light. They are simple but they are fragile and don't last very long. LEDs light up almost immediately and can take a knock, given their solid construction. They are used in flashlights and miner-style head torches. They are being used more and more in homes due to their falling prices. Originally, there was a problem with their blue-white colour, which was a side effect of a chemical used in their manufacture. Now they give off a warm, yellow light. Conversion to LED lighting would reduce our energy consumption by approximately one third, cut our energy bills and reduce carbon emissions.



## B SATELLITE NAVIGATION

Although it is difficult to come up with a rigorous set of criteria to evaluate how good an idea is, many drivers would agree that satellite navigation systems (sat navs) are indispensable. I'd have bought one years ago if I'd realised how brilliant they were. It has transformed my driving and taken all the stress away. You just type in the correct post code and the sat nav guides you to your destination. The instructions spoken aloud prevent you from getting lost. It's a great concept. Satellite navigation was originally used for military applications such as the delivery of weapons and the tracking of troops. These days, the technology is used by pilots, sailors, explorers and taxi drivers. And, from my point of view, the best thing is that my wife isn't going to say to me, 'If you'd brought a map, we wouldn't be lost now!'



## C BOOK SWAPPING

If I had a euro for every book I had read once and then dumped on a shelf, I would be a rich woman. Many of us own hundreds of books that will never be read again. Up till now the only book sharing I have done has been with friends and my book club.

You could try [www.readitswapit.com](http://www.readitswapit.com). This is a website that lets you exchange the books you won't read again for books that you do want to read. All users of this ingenious website provide a list of their unwanted books. If you find a book you like, you email its owner. The owner then looks at your list. Hopefully they will see a book they like. Then you both send each other your books. Simple. Currently, there are a lot of thrillers and mysteries such as *The Da Vinci Code*, but if you look hard enough, you'll find something you like.



**4a** Find words in the texts which mean the following:

- 1 the amount of electricity, gas, oil or energy that is used (Text A)
- 2 substances that are sent out into the air (Text A)
- 3 careful, thorough, and exact (Text B)
- 4 so important or useful that it is impossible to manage without it (Text B)
- 5 an idea or thought (Text B)
- 6 works well and is the result of clever thinking and new ideas (Text C)

**4b** Write your own sentences using the words above.

### VOCABULARY: irregular plurals

**5a** Complete the gaps below.

SINGULAR	PLURAL
1 criterion	_____
2 phenomenon	_____
3 hypothesis	_____
4 _____	analyses
5 _____	theses

**5b** Correct the incorrect sentences below.

- 1 He wrote an excellent doctoral theses.
- 2 There is a strange phenomena that occurs every year in this part of the world.
- 3 You still haven't proved this hypothesis.
- 4 What are the criteria for selecting the best idea?
- 5 We are carrying out a detailed analyses of the test results.

### GRAMMAR: conditionals

**6a** Look at these examples from the text. Which type of conditionals are they? Check your answers on page 146, Language reference, G2.

- 1 I'd have bought one years ago if I'd realised how brilliant they were.
- 2 If I had a euro for every book I had read once and then dumped on a shelf, I would be a rich woman.
- 3 If you find a book you like, you email its owner.
- 4 If you look hard enough, you'll find something you like.
- 5 If you'd brought a map, we wouldn't be lost now.

**6b** Which pattern does the mixed conditional follow?

**7** Which conditional do we use to talk about:

- 1 likely conditions? (things which are very likely to happen)
- 2 unlikely conditions? (things which might happen, but probably not)
- 3 impossible conditions? (things which are unreal and did not happen)
- 4 general conditions? (things which can occur at any time and often occur more than once and their results)

**8a** Match the conditional clauses (1–8) with a pair of clauses (a–h) to form sentences.

- 1 If they'd brought a map,
  - 2 If you solve the problem,
  - 3 If I were you,
  - 4 If I had my own car,
  - 5 If I'd worked harder,
  - 6 If you don't leave right now,
  - 7 I'll phone the hospital
  - 8 If the ball touches the line,
- a) I'll phone the police. / you'll regret it.  
 b) it's in, not out. / don't blow your whistle.  
 c) I could have gone to college. / I'd have passed the exam.  
 d) I'll buy everyone dinner. / you'll feel a lot better.  
 e) I'd listen to her very carefully. / I wouldn't tell her.  
 f) I'd go away every weekend. / you wouldn't have to take me to work.  
 g) if you don't have time. / if you want.  
 h) they wouldn't be lost now. / they would have arrived on time.

**8b** Match the examples above to their functions below.

- |                      |                      |
|----------------------|----------------------|
| 1 advice             | 5 criticism          |
| 2 offer              | 6 regretting         |
| 3 promise            | 7 threats            |
| 4 instructions/rules | 8 imagining, wishing |

### WRITING

**9** Write a short entry for the *sharing good ideas* website.



## SITUATION

Camomila is a city in South America. It is situated on flat land and surrounded by mountains. Several rivers and streams run through the city. At times, there is heavy rainfall and the summers tend to be very hot and humid. The population has grown steadily over the years to 1.5 million because of immigration and its appeal as a popular destination for ecotourism (it is not far from the Amazon rainforest). There is now a thriving industrial area, with many multinational companies, a growing number of electronics enterprises, and large commerce and service sectors. This has brought many problems.

The new mayor of the city, Eduardo Alves is determined that Camomila will become a model city in South America. To solve the problems, he has enlisted the help of a firm of consultants, JB Urban Planning (JBUP). This is an international group of young, dynamic architects and city planners. They have been told that any solutions they offer must be 'practical, inexpensive and involve the participation of the local community, as much as possible'.

1 Read the situation and discuss the following question.

What problems do you think have arisen because of:

- a) the climate?
- b) the rapid increase in population?



2 **2.12** The mayor, Eduardo Alves, accompanied by the councillor responsible for environmental affairs, Manuela Lopes, is meeting the Director of JBUP. Listen to Part 1 of their conversation. Make notes on the problems which have arisen concerning:

- 1 green spaces
- 2 the downtown shopping district
- 3 buses
- 4 trains and stations
- 5 flooding
- 6 children





## KEY LANGUAGE: approving ideas, expressing doubt/objections

**3a** **2.13** Now listen to Part 2, as Fabio and Christina from JBUP join the group.

- 1 What does the mayor propose to make the city 'greener'?
- 2 What advantages of his proposal does he mention?

**3b** Match the functions (a–c) to the extracts (1–12) from Part 2.

- a) approving ideas
- b) expressing doubts/objections
- c) offering counter arguments

- 1 Sounds like a great idea.
- 2 I'm not too keen on this one.
- 3 I think there'll be some real problems.
- 4 It would be a very expensive option.
- 5 But, looking after the trees might not be such a big problem ...
- 6 I think it's a really good suggestion.
- 7 Some of the projects must be for the long term.
- 8 Will it really work?
- 9 I just don't think it's feasible.
- 10 You have to trust local people and give them responsibility.
- 11 It's a good project in my opinion.
- 12 It may not cost as much money as you think.

**3c** In pairs, practise saying the expressions in Exercise 3b.

## TASK: a new plan for Camomila

**4** Work in groups. Choose six problems from those identified in JBUP's report. Brainstorm ideas for solving the problems and note down your solutions.

**5a** You are members of JBUP. Working in a group, discuss your ideas for solving the city's problems. Try to agree on a plan for the future development of Camomila.

**5b** Decide which solutions should be given priority and which could be delayed until a later date.

## OTHER USEFUL PHRASES

### Prioritising

- Solving the problem of ... is a priority ...
- We need to give this matter priority ...
- We need to find a solution urgently ...
- The most urgent problem is ...

### Delaying action

- It could be put off / put back ...
- It could be put on the backburner ...
- We could look at this later ...
- We needn't take any immediate action ...

### Making alternative suggestions

- Another possibility might be ...
- It might also be worth ... (+ verb in *-ing* form)
- An alternative solution could be to ...
- Another approach could be ...

## JBUP – Report

The federal government has given the city a large grant to finance its urban plan. However, the mayor and city council will welcome solutions which represent value for money, are relatively inexpensive and involve the local community.

### PROBLEMS

- Traffic jams in the downtown shopping district.
- Frequent flooding in the city.
- Lack of green spaces in the city.
- Too many small buses; an unreliable train service.
- Not enough places for young and old to meet.
- No reliable system of dealing with rubbish; usually left outside houses and buildings.
- Insufficient hotels for tourists; poor quality and service.
- A lack of courtesy towards tourists. Many complain of a lack of respect from young people at night. Overcrowded housing; shabby, run-down houses and apartments, especially in the highly populated, new town area.
- Too many 'street children'.
- Crime on the buses and trains.
- Architects don't create green spaces when they build schools, office blocks, apartment buildings, etc.
- Lack of facilities in the city: not enough hospitals, theatres, cinemas, art galleries, museums.



**STUDY SKILLS: critical thinking**

**1** In groups, discuss the statements below and decide which one most closely reflects your opinion.

The main purpose of education is to:

- a) pass on knowledge to a child.
- b) help a child to fulfil his or her potential.
- c) encourage a child to express themselves freely.
- d) prepare a child for their adult life.

**2** Read the essay question below. Then look at the essay on the topic on page 79. Answer the following questions.

How relevant are the ideas of Jean Jacques Rousseau to today's educators? Discuss the question and state your opinion on the topic.

- 1 What is the writer's opinion concerning the topic?
- 2 In what part(s) of the essay can the reader find the writer's opinion?
- 3 What area of education does the essay focus on?

**3** In pairs, discuss the questions.

- 1 Which two of Rousseau's ideas does the writer present in the essay?
- 2 What evidence does the writer give in each case to show that Rousseau's ideas are still relevant to today's educators?
- 3 What do you think are the strongest pieces of evidence he offers? Give reasons for your answers.
- 4 Has the writer presented his arguments in a logical, coherent form? Give reasons for your answer.

**4** Find words/phrases in the text which mean the following.

- 1 effect or influence (paragraph 1)
- 2 to give/communicate (para. 2)
- 3 behaviour that is the same as most other people's (para. 2)
- 4 emphasised (para. 4)
- 5 presented a point of view (para. 5)
- 6 the basis of (para. 6)
- 7 cannot be challenged or debated (para. 7)
- 8 having a strong effect on something or someone (para. 7)
- 9 better than (para. 7)

**5** Read the last paragraph of the essay again. Summarise in one sentence the difference between the child-centred and teacher-centred approaches to education.

**6** Read the essay again. In groups, make a list of questions you have about the essay and discuss them.

**7** Work in pairs and try to persuade each other that your approach to teaching children gets the best results.

**Student A:** prepare an argument in favour of the child-centred approach to educating children.

**Student B:** prepare an argument for the teacher-centred approach to educating children.

**8a** Tick the ideas below you think Rousseau would have agreed with. Read and check.

- 1 educating children to develop their character and moral sense
- 2 using education to teach children self-control and to be good human beings
- 3 including physical training in the curriculum
- 4 giving children a lot of books to read
- 5 ensuring that the child does not learn anything that he or she is not ready to understand
- 6 educating children's emotions before their reasoning
- 7 getting students to memorise facts
- 8 recommending teachers to do more talking in the classroom than their students
- 9 paying careful attention to the environment in which children study
- 10 encouraging children to draw conclusions from their experience
- 11 teaching young adults a manual skill, such as carpentry, as a means of making a living
- 12 seeing the role of the teacher as facilitating opportunities for learning

**8b** Which of the above do you think should be the aims of educators?

**9** **2.14** Listen to a teacher talking about 'critical thinking'. In pairs, make notes about his key points. Then compare the accuracy of your notes with other pairs.



## WRITING SKILLS: an opinion-led essay

**10** Fill in the gaps in the text below with the words in the box.

evidence ideas overall persuade  
reasons summarised

An opinion-led essay gives an opinion and supports it with <sup>1</sup>\_\_\_\_\_. The aim of the writer is to <sup>2</sup>\_\_\_\_\_ the reader to agree with the opinion, and to show <sup>3</sup>\_\_\_\_\_ for a particular opinion. The introduction gives an <sup>4</sup>\_\_\_\_\_ view of the essay. In the main body of the essay, evidence is presented that supports the thesis. The most important <sup>5</sup>\_\_\_\_\_ usually come first. In the conclusion, no new evidence is given. The main idea is <sup>6</sup>\_\_\_\_\_ and the argument is restated.

**11** Do you agree or disagree? In the opening paragraph of an opinion-led essay, you should ...

- 1 introduce the subject of the essay.
- 2 refer to the main point(s) in the question.
- 3 copy several phrases from the question.
- 4 try to paraphrase the question.
- 5 state clearly your opinion on the topic.
- 6 indicate the scope of the essay.

1 *Jean Jacques Rousseau* was a French philosopher and educationalist writing in the 18th century. He set out his ideas on education in a novel entitled *Emile*, published in 1762. This describes the ideal education of the book's main character, Emile. Rousseau's ideas on education, presented in the book, have influenced generations of educational thinkers and still have a strong impact on modern educational practice, particularly in the area of primary education.

2 According to Rousseau, the main purpose of education was not to impart information but to bring out what was in each person. Children should be allowed to express themselves and to develop their own views of the world, rather than submit to repression and conformity. Education, therefore, should consist of allowing the child as much freedom as possible.

3 There is no doubt that Rousseau's idea, which was taken up by later educationalists, has greatly influenced a modern approach to education called 'child-centred learning'. This focuses on the needs of children rather than on those of teachers and administrators. The child-centred teacher tries to create an environment which will

encourage children to discover new skills and knowledge. Teachers using this approach do not focus on imparting information but on helping children to discover information. Such teachers create activity centres in the classroom, encourage peer tutoring, and get children to work together on group projects.



4 The importance of Rousseau's ideas was highlighted in John Darling's 1994 book, *Child-Centred Education and its Critics* (1994:17). The author argues that the history of modern educational theory is a series of footnotes to Rousseau.

5 Another of Rousseau's important ideas

**12a** Look again at the essay on Rousseau. Analyse the structure that the writer has used to present his or her ideas in the essay.

**12b** Discuss your analysis of the structure with a partner.

**13a** Essay planning Work in groups. Think of some arguments for and against the opinion expressed in the essay. For each argument, try to support it with reasons and evidence.

**13b** Use the structure below to plan the stages of the essay.

- Introduction (general statement, introduce the subject)
- Body (arguments + evidence, most important ideas come first)
- Conclusion (summary, restatement of your opinion)

**14** Essay writing Write an essay. Choose one of the following tasks.

- 1 Write an opinion-led essay strongly agreeing or disagreeing with the writer of the essay below.
- 2 Choose an influential thinker and write an opinion-led essay on whether you agree or disagree with his/her ideas.

was that things rather than people should be used to train a child. He argued that a teacher or parent should never lecture or preach to a child and that experience and interaction with things was a more effective teacher. For example, when Emile breaks a window, he finds that he gets cold because the window is not repaired. This is an example of discovery learning.

6 Rousseau's ideas of using things to train a child is at the heart of the world famous Montessori method of teaching children. In Montessori schools, which can be found all over the world, the classrooms are filled with games and equipment which children can use to learn skills and gain knowledge. The essence of Montessori teaching is that children learn by experience rather than being told things by a teacher.

7 It is undeniable that Rousseau has been very influential in promoting a child-centred approach to learning rather than a teacher-centred approach. In a child-centred approach, the child is an active, responsible participant in his or her own learning. This approach is surely preferable to the teacher-centred approach, which has the teacher in an active role and the students in a passive, receptive role.



## In this unit

## Grammar

- verb patterns
- prepositional verbs

## Vocabulary

- the media
- people in the media
- idioms with *keep*

## Scenario

- Sailing close to the wind

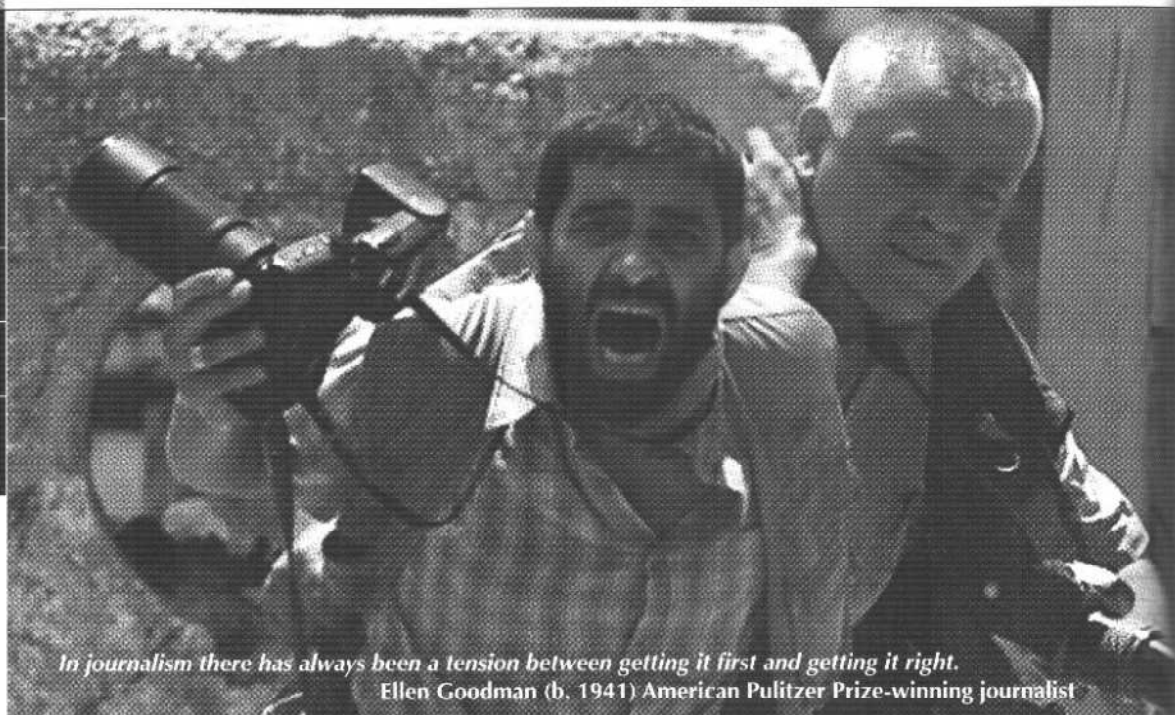
## Study skills

- research skills

## Writing skills

- a features article for a magazine or newspaper

## 8.1 BREAKING NEWS



*In journalism there has always been a tension between getting it first and getting it right.*  
Ellen Goodman (b. 1941) American Pulitzer Prize-winning journalist

## SPEAKING

1 In small groups, discuss the following questions.

- 'Newspapers will soon be a thing of the past.' Do you agree with this statement? Why / Why not?
- Where do you get the news from, e.g. TV, newspapers, radio, the Internet? Why?

2a Complete the gaps in the statements with the words in the box.

bias deadline privacy record  
scoop sources speculation

A good news journalist ...

- never misses a \_\_\_\_\_.
- respects the \_\_\_\_\_ of public figures.
- deals in facts rather than \_\_\_\_\_.
- will do almost anything for a \_\_\_\_\_ or to break a story.
- always identifies their \_\_\_\_\_.
- allows people to speak off the \_\_\_\_\_ to protect themselves.
- reports honestly, objectively and without \_\_\_\_\_.

2b Which statements in Exercise 2a do you agree with? Which are the most important? Discuss your reasons with a partner.

3a What are the following people's roles in the media? Discuss your ideas with a partner.

- |              |                  |
|--------------|------------------|
| a) editor    | e) reporter      |
| b) anchor    | f) correspondent |
| c) publisher | g) paparazzo     |
| d) producer  | h) columnist     |

3b In your opinion, is working in the news media an attractive profession? Why / Why not?

## LISTENING

4 **2.15** Listen to six people working in the media talking about their jobs. Which part of the news media do you think they work in? Why?

- print media
- broadcast media (TV / radio)

5a Listen again. What do you think their jobs are? Choose one of the job titles (a–h) from Exercise 3.

5b What difficulties with their job does each speaker mention?

6 Which job would you most like to do? Why?



## VOCABULARY: the media

**7a** Look at some of the expressions used by the speakers. What do you think they mean?

a sound bite    broadsheets    chequebook journalism  
circulation figures    libel laws    media coverage  
ratings war    spin    the tabloids    viewing figures

**7b** Match the meanings with the expressions in Exercise 7a.

- the number of newspapers sold
- the number of people who watch a broadcast
- popularity battles with rival channels / networks / programmes
- official rules governing what you may say about people in print
- present a positive view of something to influence people
- paying people for information
- amount of time / space given to a subject
- very short part of speech or statement
- the 'popular press'
- quality newspapers / the 'quality press'

## READING

**8a** Read the newspaper headlines. What do you think the stories are about?

**8b** Which headlines refer to:

- losing a job?
- a rescue?
- new rules / laws?
- an investigation?
- a planned reduction in something?
- death?
- a romance?
- an argument / fighting?

**9** Answer the following questions.

- Which tenses / verb forms are used?
- Which time do they refer to?
- What do you notice about the language used in the headlines?

**10** Rewrite the headlines as full sentences.

*A The government is going to take strong action against crime on the Internet.*

## SPEAKING

**11** Work in groups. You are producers of a 30-minute news programme with an audience demographic of 18–35-year-olds. The headlines below are the possible stories for today's edition of the programme. Follow the steps below.

- Discuss the possible content of each story and decide how interesting they would be for your viewers.
- Choose five for your programme. You may also include one extra item of 'breaking news' (your own idea).
- Decide a running order for the stories.
- Decide how much time will be spent on each story. Will it contain an interview? If so, who will you interview?
- Present your ideas to another group.

**A**  
**GOVT TO CRACK DOWN  
ON NET CRIME**

**B**  
**FLOODS TOLL RISES**

**C**  
**MINISTER QUILTS  
OVER COVER-UP**

**D**  
**tv stars split to wed**

**E**  
**MOVE TO CURB JUNK FOOD SALES**

**F**  
**NATIONAL SPEED LIMITS  
SET TO CHANGE**

**G**  
**PM PLEDGES TAX CUT**

**H**  
**CAT SAVES OWNER FROM BLAZE**

**I**  
**Olympic chief in vote rigging row**

**J**  
**MURDER PROBE: POLICE QUIZ MODEL**

**K**  
**FOOTBALL BOSS AXED**

**L**  
**UN urged to act over  
new clashes**



## READING

1 What qualifications and training do you think are needed for a career in journalism?

2a Read the article and choose the best sub-heading.

According to Simon Jenkins, the best journalists are great writers with an extensive knowledge of the English language and a solid training in how to write.

Are journalists born or made? According to Simon Jenkins, while the basics can be taught, first there has to be an intense curiosity about the world and a love of the written word.

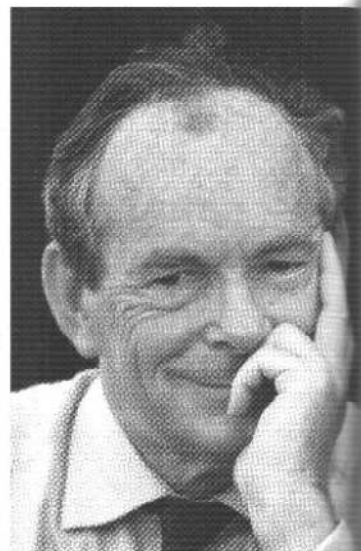
2b Read the article again and answer the following questions.

- 1 What does the writer find upsetting in written English these days?
- 2 What does the writer compare learning the technique of writing clear English to?
- 3 Which parts of speech did the writer's sub-editor like and which did he not like?
- 4 Where did the writer learn how to write clear English?
- 5 What do the best journalists do when they meet an exciting person or visit a beautiful place?
- 6 What are the most important qualities for journalism?
- 7 What is more important: a story or journalism?

3 Which of the sub-editor's rules does the following paragraph break?

It is interesting to see that the three key problems were punctuality, truancy and bad behaviour. Unfortunately, the police had to be called to the run-down state school on several occasions.

## Simon Jenkins, The Guardian



- A Journalists are creatures of nature not nurture. The profession develops from instinct, from a peculiar way of seeing and describing the world. It may be objective in practice but it is subjective in motivation.
- B Journalism is expressed in the written or spoken word, but I have never regarded that as its essence. The technical skill is that of creating clear and succinct sentences, which any profession should inculcate. This can be taught and should be part of any core curriculum. Its absence from so much of written English nowadays, from users' manuals to student exam questions to government white papers, is deplorable. I sometimes think a well-produced newspaper is that last redoubt of clear English. There is no talent for such technique. While some people pick it up quickly, it must be acquired, as must a skill at playing the piano. Like many ingénue journalists, I acquired it first in the trial and error of a student newsroom and then went on to a more formal training, in my case with the Times Newspapers.
- C The latter's Educational Supplement, then integrated with the main paper, possessed two invaluable bits of equipment. One was a source of stories, the politics of education, to which little harm could be done by my reporting. The other was a ferocious Irish sub-editor. He would score through superfluous words, underline bad grammar and mercilessly spike articles, leaning back in his chair, removing his glasses and asking the classic question of any journalism teacher: 'Now, what is it you are really trying to tell me?'
- D I absorbed his maxims like mother's milk. Never begin a paragraph with 'it'. Make every paragraph a single idea. Nouns and verbs are the workhorses of a sentence, never qualifiers. Delete every adjective and adverb from your story and reinsert only those that appear essential. Never use sloppy words such as *supply*, *problem*, *accommodate* and *interesting* and try to use concrete not abstract nouns. The best punctuation is a full stop.
- E That training was a privilege greater than anything I acquired at school or university. It was the toolkit for a career, always to be kept oiled and polished. I watched colleagues floundering as they sought to fashion stories in ignorance of its framework.
- F I used to ask aspiring journalists whether they kept a diary. What was their instinctive response to meeting an exciting person or visiting a beautiful place, to any highly charged emotion? Did they crave to communicate their experience through the written word? It is the best indicator I know of a natural reporter.
- G The qualities essential to journalism thus extend far beyond an ability to write. They are those of curiosity, an uninhibited mind, native cunning and an eagerness to communicate, summed up in the gift to narrate. Such is the raw material on which the story depends and without which there is nothing to say. There can be a story without journalism, but no journalism without a story.



**4** Find and underline adjectives in the text which mean the following:

- 1 based on opinions and feelings rather than on facts (paragraph A)
- 2 clearly expressed with no wasted words (para. B)
- 3 very bad (para. B)
- 4 extremely useful (para. C)
- 5 unnecessary (para. C)
- 6 carelessly expressed (para. D)
- 7 hoping to be successful at something (para. F)
- 8 not restrained in any way (para. G)

**5** Paraphrase the following sentences from the article in simple English.

- 1 I absorbed his maxims like mother's milk.
- 2 I watched colleagues floundering as they sought to fashion stories ...

### LISTENING

**6a** **2.16** Listen to an experienced journalist talking to a group of students and answer the questions.

- 1 What advice is given to those who want to go into journalism by:
  - a) Joseph Pulitzer?
  - b) the speaker?
- 2 What current topic in journalism is the speaker going to look at towards the end of the talk?

**6b** Listen again and complete the gaps in the extracts.

- 1 I'd like to congratulate you on receiving the 'Best \_\_\_\_\_'.
- 2 First of all, I'm not going to apologise for being a journalist, even though we are not \_\_\_\_\_.
- 3 I can't stand listening to complaints about \_\_\_\_\_.
- 4 'Put it before them briefly \_\_\_\_\_, clearly so they will \_\_\_\_\_, picturesquely so \_\_\_\_\_ and above all, accurately so they will \_\_\_\_\_'.
- 5 Always treat the reader with \_\_\_\_\_ and don't ...

**6c** Check your answers in Track 2.16 on page 182.

### GRAMMAR: verb patterns

**7** Look at the following list of common verb patterns. Look at Track 2.16 on page 182 and underline the different verb patterns.

- 1 Verb + infinitive with *to*
- 2 Verb (+ object) + infinitive
- 3 Verb + infinitive without *to*
- 4 Verb + *-ing*
- 5 Verb + preposition + *-ing*
- 6 Verb + object + preposition + *-ing*

**8** What is the difference in meaning between the two sentences?

- 1 *You don't want them to stop reading.*
- 2 *You don't want them to stop to read.*

**9a** Which of the verb patterns in Exercise 7 above do the following groups of verbs belong to?

- a) likes or dislikes
- b) recommendations
- c) intentions
- d) thought

**9b** Can you think of any other verbs which belong to the four groups in Exercise 9a?

➡ Language reference and extra practice, pages 148–149

**10** Use the correct verb pattern to complete sentences 1–9 in your own words. Then compare your sentences with those of a partner.

- 1 I don't mind \_\_\_\_\_.
- 2 My parents persuaded \_\_\_\_\_.
- 3 I promised \_\_\_\_\_.
- 4 Next year I really want \_\_\_\_\_.
- 5 My parents always encouraged \_\_\_\_\_.
- 6 I can't stand \_\_\_\_\_.
- 7 Once I blamed my friend \_\_\_\_\_.
- 8 I remember \_\_\_\_\_ when I was a child.
- 9 When you go out, you must remember \_\_\_\_\_.

### SPEAKING

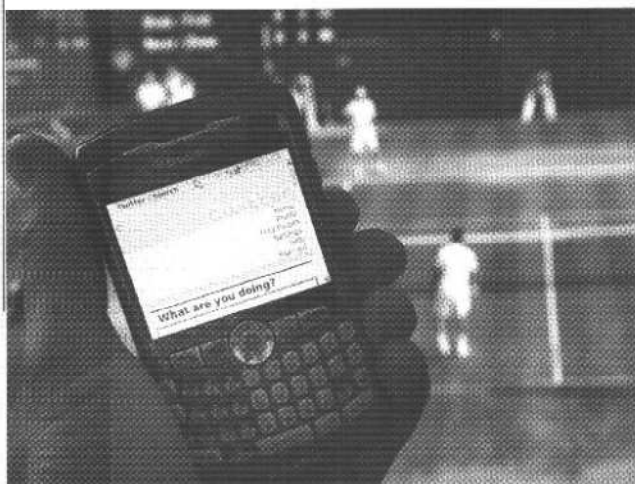
**11** In groups, discuss the following statements:

- 1 'People in the public eye should not expect to have private lives.'
- 2 'Journalism is not a respectable profession.'



## READING AND SPEAKING

- 1 What do you know about Twitter, Flickr and other forms of new social media?
- 2 Read the article quickly and say which 'mainstream media' and which 'social media' are mentioned.



- 3 Read the article again and answer the following questions.

- 1 How were the following social media used in Mumbai?
  - a) Twitter
  - b) Metroblog
  - c) Wikipedia
  - d) Google
  - e) Flickr
- 2 Which words does the writer use to make the text exciting?
- 3 Why does the 'mainstream media' use 'social media'?

- 4a Match words 1–5 with words a–e to make collocations from the article.

- |              |                |
|--------------|----------------|
| 1 eyewitness | a) information |
| 2 background | b) accounts    |
| 3 media      | c) media       |
| 4 mainstream | d) footage     |
| 5 video      | e) analyst     |

- 4b Make sentences using the collocations above.

- 5a Work in groups. Which of the social media formats mentioned in the article have you used?

- 5b How do you feel about the use of social media for news gathering? Do you think they will replace the mainstream media in the future? Discuss your ideas.

http://www.newsroundup.org

## Mumbai attacks: Twitter and Flickr used to break news

home | articles | about us | courses | blog | site map | contact us

Anyone who doubts the power of the social web need only take a **look at** the activity on Twitter when terrorists attacked a hotel in Mumbai.

Mere moments after the first shots were fired, Twitter users in India, and especially in Mumbai, were providing instant eyewitness accounts of the unfolding drama.

Messages, known as 'tweets', were being posted to the site at a rate of around 70 tweets every five seconds when the news of the tragedy first broke, according to some estimates.

A group of bloggers based in Mumbai used their Metroblog, which **dealt mostly with** the everyday minutiae of life in this bustling city, as a news wire service, bringing its readers, and the wider world, news of the incident as it unfolded.

On Wikipedia, a new page about the terror attacks was set up within minutes of the news breaking, with a team of citizen editors

adding a staggering amount of detail, often in real time, to provide background information about the attacks.

Someone even created a Google Map showing the location of buildings and landmarks at the centre of the incident, with links to news stories and eyewitness accounts. But perhaps the most amazing and harrowing first-hand account of the Mumbai attacks came from Vinukumar Ranganathan who grabbed his camera and headed out onto the streets of the city, taking a series of photos. He has uploaded more than 112 photos to Flickr.

New media analyst Cherie George said events such as the Mumbai attacks have highlighted the emergence of citizen journalism and user-generated content.

'If the event is highly dispersed and affects very large numbers of people, it would be physically impossible for a very large news organisation to keep track of every development,' Mr George told Reuters.

## VOCABULARY: idioms with keep

- 6a Match idioms 1–6 with their meanings (a–f).

- |                             |   |
|-----------------------------|---|
| 1 keep a close eye on       | a) get all the facts before making a judgment |
| 2 keep a low profile        | b) stay alert                                 |
| 3 keep an open mind         | c) stay friendly with                         |
| 4 keep your wits about you  | d) monitor very carefully                     |
| 5 keep your fingers crossed | e) avoid attracting attention to yourself     |
| 6 keep in with              | f) hope for a positive outcome                |

- 6b Complete the gaps in the sentences with the idioms from Exercise 6a.

- 1 Try to \_\_\_\_\_ the editor. He could help your career.
- 2 When you're reporting from a war zone, you've got to \_\_\_\_\_.
- 3 We need to \_\_\_\_\_ this story. Things are changing fast.
- 4 Just \_\_\_\_\_ that we are the first ones to get this story.
- 5 It's not clear yet if he's guilty. We need to \_\_\_\_\_.
- 6 It will be hard to interview her. She tends to \_\_\_\_\_.



Those kind of events show the great potential for all these user accounts to be valuable to the mainstream media.'

Indeed, many mainstream media outlets, including CNN, used video footage and photos sent in from people on the ground in Mumbai to illustrate their reports, and many television stations, radio stations and newspapers were also keeping a close eye on Twitter and the blogosphere in the hope of finding out more information.

Despite the obvious value and immediacy of these eyewitness accounts, there are signs that the blogosphere is struggling to know what to do for the best when these sort of incidents occur.

While Twitter and other social media are not yet in a position to replace the mainstream media, there can be no doubt that they provide a powerful communication platform.

### GRAMMAR: prepositional verbs

**7a** Look at the highlighted prepositional verbs in the article and complete the rule.

Prepositional verbs are the combination of a \_\_\_\_\_ and a \_\_\_\_\_.

**7b** Does the verb *look* have the same meaning in these sentences? If not, what changes the meaning?

- I haven't had time to look at the news on the Internet.
- Police are looking into the disappearance of two children.
- His dad left him here to look after the business while he's away.

**7c** Replace the words in bold with the correct form of prepositional verbs in the box.

come across   come up   get on   get over  
look at   look into   look like   look round

- Anyone who doubts the power of the social web only needs to **observe** the activity on Twitter.
- How are you **progressing** at work?
- A free microblogging service that started a few years ago, Twitter **resembles** an onscreen bulletin.

- An opportunity has **arisen** for a Twitter correspondent at Sky News.board.
- I am resisting an urge to **investigate** Twitter in case it is as addictive as Facebook.
- If Twitter ever suffers a catastrophic failure it cannot **recover from**, you will still be protected from any data loss.
- We **inspected** the new office to see if the building was suitable.
- I've seen a really interesting anecdote on Twitter. I **found** it by chance.

### GRAMMAR TIP

We can put adverbs of degree and manner between the verb and preposition, but not between the preposition and object.

*It dealt mostly with the everyday minutiae ... ✓*  
*It dealt with mostly the everyday minutiae ... ✗*

➡ Language reference and extra practice, pages 148–149

**8** Put the words in italics in the correct order.

- The *article* looked like *exactly on* *Tweet* the *blog* a
- I *thought never much about* *Twitter* until my son showed me how it worked.
- The *media* *fast-moving* had *dealing* *events* the *problems* with.
- Would *mind* *story* you *into* *looking* this?
- People *accuse* *falsely* of a *lot of* *things* the *media*.

**9** Complete the text with prepositional verbs.

Journalists need to be familiar with technical developments in the media. They shouldn't just <sup>1</sup> \_\_\_\_\_ social networking sites, they need to use them because familiarity with the tools is important. They need to <sup>2</sup> \_\_\_\_\_ their sources from Facebook, MySpace and Twitter and any other type of social media source as carefully as they would verify traditional sources. They need to restrict access to private profile information that they don't want the general public to <sup>3</sup> \_\_\_\_\_ by chance. They need to manage their time efficiently and manage their friends on social networks so they can <sup>4</sup> \_\_\_\_\_ tweets, status updates and endless emails. Although blogging and tweets may <sup>5</sup> \_\_\_\_\_ conversation, journalists must be mindful that they represent more than just themselves.

### WRITING

**10** Write a short paragraph on the following question.

Is it more important to get news fast or accurately?



## SITUATION

The *Daily Chronicle* is a daily newspaper in Chicago. Its features articles focus on scandals in government departments or on misconduct by prominent personalities. The newspaper often sails close to the wind to get its stories and its journalists have been accused of invading people's privacy and showing bias in their reporting. When chasing stories, the newspaper's editor and reporters inevitably face ethical dilemmas.

1 Read the situation above. What do you think the phrase 'often sails close to the wind' means?

2a Read about the following dilemma that the newspaper must resolve.

The editor of the sports section of the *Daily Chronicle* has been offered copies of confidential emails sent by the head coach of a top baseball team to the owner of a rival team. The source of the emails wishes to be paid \$100,000 for the copies. The emails reveal that the head coach is considering leaving his present job to coach the rival team. This would be a bombshell in the sporting world and a report in the newspaper about the coach's plans would greatly increase its circulation.

2b In pairs or small groups, discuss the following.

- 1 What are the advantages and disadvantages of running a story about the head coach based on information in the emails?
- 2 Should the Sports Editor publish a story about the head coach based on what he has learned?

## KEY LANGUAGE: being cautious

3a **2.17** Listen to the Sports Editor, Dan, discussing the dilemma with the Chief Editor of the *Daily Chronicle*, Margaret Lawson. Answer the questions.

- 1 What reason does the Sports Editor give for wanting to buy the emails?
- 2 What are the Chief Editor's reasons for *not* wanting to buy the emails?
- 3 What is the Sports Editor going to do now?

3b **Being cautious** Listen again and complete what the Chief Editor says.

- 1 We need to \_\_\_\_\_ this one \_\_\_\_\_, Dan ... If you don't get your facts right, he could \_\_\_\_\_ and get substantial \_\_\_\_\_.
- 2 Dan, there's a problem with this material. We have no idea how our source got the information. Maybe he did something \_\_\_\_\_, and if that's the case, we could be in very \_\_\_\_\_.
- 3 I don't think our readers will thank us for running the story. It's a very \_\_\_\_\_ issue. If we get our facts wrong, it'll have a \_\_\_\_\_ on our reputation. We wouldn't be able to say where we got our information from, so it would look like pure \_\_\_\_\_ on our part.
- 4 No, sorry, we need to \_\_\_\_\_ on this one. I've got a bad feeling about it. It could land us in \_\_\_\_\_ if the emails are not genuine.



## TASK: resolving ethical dilemmas

**4a** In pairs, read the descriptions of the ethical dilemmas below. Choose ONE of the situations and decide which role each of you will play.

**4b** Prepare for your role play. Make notes on what you'll say. Then, role play the situation and decide what decision should be taken, with your reasons.

**5** Join another pair and tell them what decision you made, with your reasons. Ask them if they agree with your decision.

**6** As a group, discuss what guidelines you could give journalists faced with the kinds of dilemmas described.

### The fashion show

Chief Editor or Journalist

A group of *Daily Chronicle* journalists attended a press lunch hosted by the fashion designer, Emilio Conti, to commemorate his 40 years in the fashion business. After the lunch, all the journalists were given a bag that contained a press kit and a box that the journalists did not open until they left the restaurant. The box contained a Rolex watch worth about \$5,000, with a certificate of authenticity.

Some of the journalists from other newspapers gave the watches back. The *Daily Chronicle* journalists have a good relationship with Emilio Conti and don't want to offend him. The question is: what should they do about the gifts they've received?

### An undercover operation

Chief Editor or Investigative Reporter

Two journalists want to do an investigative report on a group of nursing homes. There are rumours that the homes are badly run. The rooms are said to be dirty and unhygienic, and the staff uncaring and insensitive. Relatives of residents claim that the residents are neglected and not fed on time. The two journalists wish to carry out an undercover operation to investigate the claims. They want to get a job at the nursing homes and film secret evidence of bad practice. The question is: should the undercover operation be carried out?

### The newspaper proprietor

Chief Editor or Journalist

Journalists from the Business Section of the *Daily Chronicle* are currently investigating the activities of a powerful international businessman. They have discovered that he is guilty of tax evasion and has also been running his company in an improper way. They wish to expose the businessman's illegal activities. The Chief Editor, who has only been in the job six months, mentioned this to the owner of the newspaper. The owner said 'Mr X is a good friend of mine and helped me earlier in my career to make several important deals. I don't want him to receive any unfavourable publicity.' The question is: should the Chief Editor authorise the journalists to write the features story?

### A confidential document

Chief Editor or Political Correspondent

A politician has given some information to the *Daily Chronicle*'s Political correspondent about the content of a report on the state of the army's equipment. The document is classified information and the findings of the report have not been made public. Its findings are very controversial and critical of the condition of the army's equipment. The politician told the correspondent, 'Use the information, but don't quote me.' The question is: should the journalist write an article based on such confidential information?

### OTHER USEFUL PHRASES

#### Considering implications

- It could be too risky.
- It might damage our reputation.
- It may be illegal.
- They could take us to court.
- They might take legal action.
- They might sue us.

#### Proposing solutions

- The best thing to do is ...
- The answer to this is to ...
- The way to deal with it is to ...
- The best way forward is to ...



## STUDY SKILLS: research skills

1 Think about a writing task or project you have done which required research. In pairs, discuss the methods you used to gather your information.

2 Discuss which of the following sources you have used and for what purposes. Which source have you found the most useful? Why?

- 1 libraries
- 2 academic journals
- 3 newspapers
- 4 trade magazines
- 5 company/institutional literature
- 6 public relations departments
- 7 directories
- 8 government records
- 9 statistics from international organisations
- 10 interviews (face-to-face, by telephone)
- 11 questionnaires
- 12 agents

3 In groups, discuss what kinds of research you would use for the following writing tasks. Give your reasons.

- 1 A paper on US population trends to be read in a university seminar.
- 2 An article for a newspaper on a historic monument in your town.
- 3 An essay on a 20th-century philosopher required for a Masters course in Philosophy.
- 4 A report on the latest electrically-driven cars for a motor magazine.
- 5 A chapter on a modern crime for an *Anthology of Famous Crimes*.
- 6 A biography of a famous living pop singer or musician.

4a **2.18** Listen to a lecturer talking to university students about using the Internet and web documents for research purposes. Make notes under the following headings:

- Currency
- Authority
- Objectivity
- Coverage
- Style and functionality

4b Check your notes with a partner.

5 Look at these websites for the American film star, Leonardo DiCaprio. You are asked to write a profile of him for a film magazine. Which of the following websites do you think would be:

- a) the most trustworthy?
- b) the best sources of information for your article?
- c) probably not worth looking at?

Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail

Address

Web Images Videos Maps News Shopping Mail more

Search

Web [Show options](#)

**LEONARDODICAPRIO** - Official Website  
<http://www.leonardodicaprio.com/> Official website of the actor with biographical information, news, photos, filmography, awards, information about his environmental causes, art gallery.

[Leonardo DiCaprio](http://www.imdb.com/name/nm0000138/) <http://www.imdb.com/name/nm0000138/> View legal, agent and manager contact information for Leonardo DiCaprio on IMDbPro. ... View 20 in-development credits for Leonardo DiCaprio on IMDbPro.

**THE DICAPRIO ZONE:** The #1 place to find everything about Leo <http://www.geocities.com/Hollywood/Set/4040/> 24 Aug 2007 ... An extensive site about Leonardo DiCaprio. Features include a popular chatroom and message board, hot pictures, movie reviews.

[Leonardo DiCaprio at The Insider](http://www.theinsider.com/celebrities/Leonardo_DiCaprio) [http://www.theinsider.com/celebrities/Leonardo\\_DiCaprio](http://www.theinsider.com/celebrities/Leonardo_DiCaprio) The Insider has Leonardo DiCaprio celebrity information, news, pictures and more. Get the latest Leonardo DiCaprio news and share your interest with other ...

[Leonardo DiCaprio](http://j.webring.com/hub?ring=dicapring;id=3;prvw) <http://j.webring.com/hub?ring=dicapring;id=3;prvw> The DiCapring contains fan sites dedicated to Leonardo DiCaprio, one of the greatest actors of his generation. On these sites you will find a great deal of The interview:

[Leonardo DiCaprio | Film | The Observer](http://www.guardian.co.uk/film/2007/jan/28/awardsandprizes) <http://www.guardian.co.uk/film/2007/jan/28/awardsandprizes> 28 Jan 2007 ... A child-star first Oscar-nominated at 19, Leonardo DiCaprio has 'come of age' with every movie since then. On eco-ethics, Martin Scorsese ...



Done

6 What other research would you do before writing the article?



## WRITING SKILLS: a features article for a magazine or newspaper

**7** Read the description of features articles and answer the questions.

Features articles appear regularly in newspapers and magazines. They are not front page, time-sensitive news stories. They provide information about an event, person or idea and they are usually human interest stories.

- 1 What features articles have you read recently?
- 2 Were they interesting? Enjoyable? Instructive? Why / Why not?

**8** After choosing a catchy title for a features article, the writer must decide how to grab the reader's attention and indicate the central idea, sometimes called the 'angle', of the article. Look at the four types of leads (opening sentences) below and match them to the extracts (A–D) from a features article about Rupert Murdoch.

- 1 Quote – use of a quote that suggests the angle the writer will take.
- 2 Anecdote – a lead that tells a story.
- 3 Summary – tells who, what, when, where, why, how.
- 4 Surprising statement – stimulates the reader's interest with an unusual beginning.

**9** **2.19** Listen to a journalist giving some tips to a group of students on how to write a features article and make brief notes. Compare your notes with a partner.

**10** Write a features article for a serious newspaper. Choose one of the following tasks:

- 1 Write about Rupert Murdoch, the Australian newspaper proprietor, for a serious newspaper. Use the notes on page 168. If you have time, do some more research on Rupert Murdoch before you write the article.
- 2 Do some research on a well-known personality. Write an article on the personality for a newspaper or magazine which reports on current affairs.

**A** Billionaire Australian, American publishing tycoon, owner of some of Britain's most popular media and newspapers. He is the boss of News Corporation, one of the largest media organisations in the world. His name is Rupert Murdoch.

**B** Rupert Murdoch once said, 'Can we change the world? No, but hell, we can all try.' This is the attitude which has helped him to create one of the largest and most influential media groups in the world.

**C** He works at the age of 77, that's all Rupert Murdoch really does. He works. That's what brings meaning to his life. That's what gives him pleasure.

**D** I met him in his office in New York. He was wearing a smart jacket and tie, and greeted me with great warmth. He spoke fluently and with great authority when he talked about the future of newspapers and his plans for developing his Internet business. I began by asking where his publishing career started.

